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AUTHOR CROCKSTON, BURNS E.; BLAESSER, WILLARD W.
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ABSTRACT

THE ELEMENTS OF PLANNED CHANGE OUTLINED IN THIS ARTICLE, WHILE DIRECTED TOWARD A STUDENT PERSONNEL PROGRAM, MAY ALSO PROVE USEFUL IF APPLIED TO OTHER ASPECTS OF THE COLLEGE PROGRAM. ONE USEFUL SCHEME FOR THINKING ABOUT CHANGE DESCRIBES IT AS A LEVEL OR PHASE OF BEHAVIOR WITHIN AN INSTITUTIONAL SETTING, NOT AS A STATIC "HABIT" OR "CUSTOM," BUT AS A DYNAMIC BALANCE OF THE INSTITUTION. DRIVING FORCES OR THOSE RAISING THE LEVEL OF PRODUCTION ARE LISTED. THOSE TENDING TO LOWER THE LEVEL OF PRODUCTION ARE ALSO GIVEN. WHEN THESE FORCES BALANCE EACH OTHER A LEVEL OF PRODUCTION IS ESTABLISHED WHICH IS A QUASI-STATIONARY EQUILIBRIUM. CHANGE TAKES PLACE WHEN AN IMBALANCE OCCURS AND CONTINUES UNTIL THE EQUILIBRIUM IS ACHIEVED AGAIN. THE APPLICATION OF THIS THEORY TO STUDENT PERSONNEL WORK IS EXPLAINED THROUGH A DIAGRAM OF DEGREE OF IDENTIFICATION OF STUDENT ACTIVITIES WITH INSTITUTIONAL INTELLECTUAL OBJECTIVES. THE THREE MAJOR STRATEGIES FOR ACHIEVING CHANGE IN A GIVEN SITUATION ARE: (A) INCREASING THE DRIVING FORCES, (B) DECREASING THE RESTRAINING FORCES, OR (C) A COMBINATION OF THE TWO. A CASE ILLUSTRATION PRESENTS AN EXAMPLE OF A FORCE FIELD SITUATION ON A STATE UNIVERSITY CAMPUS AS AN EXAMPLE OF THE USE OF SUCH A MODEL AS A WAY OF ANALYZING AND EFFECTING CHANGE. NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT. (AUTHOR/KJ)

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AN APPROACH TO PLANNED CHANGE IN A COLLEGE SETTING

Burns B. Crookston
Dean of Students
Colorado State University

Willard W. Blaesser
Professor, Higher Education
Arizona State University

Death, taxes, and change are among the inevitable elements of life today. In contrast with the first two, change has the potential of improvement, depending upon our value system, as it relates to a particular situation. Change, whether "good" or "bad," has been given increased and more systematic attention during recent years, particularly in the organizational settings of business and industry. There is pressure upon managers as part of their major organizational responsibility to diagnose changes in process, to predict the nature and extent of change in the years ahead, to identify changes which seem more urgent, and deliberately to plan and help execute certain changes. Training departments are asked to develop in-service training programs which will help lower, middle, and top management to work more effectively toward improvements in the total organization. Managers are frequently sent to training laboratories, institutes, and courses which include emphasis on skills of analyzing and carrying out change potentialities in organizational settings.

Colleges and universities appear to be giving less attention to systematic approaches to change within their institutional settings. Many have utilized management surveys to outline recommendations for changes in structure and function. Usually these are accomplished by outside consulting firms most of which are not available for continuing service and training functions. Faculty committees often study various phases of the college program, usually curricula, and develop plans for improvement. However, the concept of deliberate and continued planning for change as the responsibility of administration, teaching faculty, and student personnel staff does not seem to be recognized as a responsibility of higher education today.

Yet, the idea that considerable change will occur in higher education during the future has wide acceptance. Yeast-like rises predicted for both costs and enrollments portend enforced, if not planned, change. Clearly, student personnel programs will be among those affected. In fact recent literature contains frequent references to the need for student personnnel administrators and counselors to prepare for working with a far greater number of students per staff member. Additional pressures identified include: proliferation of student personnel functions which increase communication, human relations, and efficiency problems; demand for more intensive "pursuit of excellence"; decreasing time of teaching faculty for advising students; depersonalization caused by the "mass" approach; and the need for more and better evaluation and research with less time and money. The elements of planned change outlined in this article, while directed toward a student personnel program, may also prove useful if applied to other aspects of the college program.

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Changes in college student personnel programs are typically brought about in diverse ways-through administrative fiat, staff turnover, financial ups and downs, recommendations from faculty and student committees, marshaling of data from local, regional and national research, or pressure groups from students, faculty, administration, alumni and surrounding community. Planned change involves carrying out a decision to effect improvements in a given setting by means of a systematic methodology. In student programs, as in other phases of higher education, it seems that little attention is given to planned change. However, it is possible that more planned change is taking place than appears in the literature.

In any event it is likely that most student personnel workers would agree that more could be done about the nature and direction of "change" in the college student personnel program.

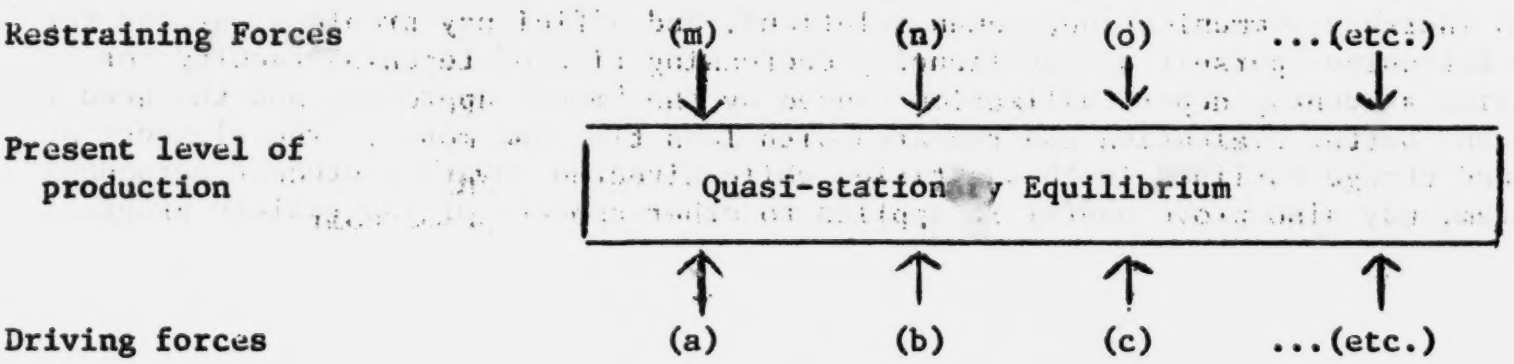
Force-Field Analysis

One useful scheme for thinking about change has been proposed by Kurt Lewin [4[. He described it as a level or phase of behavior within an institutional setting, not as a static "habit" or "custom", but as a dynamic balance of the institution. An example would be a production level of work teams in a factory. This level tends to fluctuate, but, by and large, the pattern persists at a given level over a period of time. The reason, according to Lewin, is that the forces which tend to raise the level of production are equal to the forces that tend to depress it [4].

Examples of forces which might raise the level of production are: (a) pressure by supervision on the work team to produce more: (b) desire of some team members to "llok good" and therefore get ahead individually; (c) the desire of team members to earn more under the plant incentive plan; and so on. Lewin called these driving forces.

Forces tending to lower the level of production might be: (m) a work group standard that a team member should do no more than a certain amount of work; (n) team resistance to accepting training programs which would increase productivity; (l) feelings by the workers that their product is not important; and so on. These are restraining forces. When these sets of forces balance each other a certain level of production is established which Lewin called quasi-stationary equilibrium. This equilibrium may be diagrammed as follows:

Force-Field Diagrm



Change takes place when an imbalance occurs between the sum of the driving forces and the sum of the restraining forces. Such an imbalance "unfreezes" the pattern and the level changes until the opposing forces are again brought into equilibrium. An imbalance may occur through a change in the magnitude of any force, a change in the direction of a force, and/or an addition of a new force.

Suppose that members of the work team join a new union which is challenging the over-all wage structure of the company. This may heighten dissatisfaction with current policy and increase workers' suspicion toward management motives, including supervisors. The results may increase restraining force (n), the equilibrium is unfrozen and the level of production moves down unless increasing driving forces also take place. In the present illustration as the production level falls, supervisors increase their pressure toward greater production and driving force (a) tends to increase. Thus, the increased counterforce brings the system into balance again somewhere near the prvious level. These are changes in magnitude and may create problems. An increase in magnitude of opposing forces may heighten tension and make the situation less amendable to rational control.

A war situation demanding greater productivity may convert restraining force (o) from a feeling that the product is not important to a feeling that the product is important and that one should work harder to assist in the war effort. The level of production will rise as the direction of force (o) is reversed to help elevate production until a state of equilibrium is reached at a higher level.

Suppose a new driving force is added when a suervisor wins the trust and respect of the working team. The new force motivates the working team to make the well-liked supervisor look. This force may operate to offset a generally unfavorable attitude toward management. Or the work team, by setting their own standards of production as a result of a different supervising approach, may significantly reduce restraining force (m) [2].

Force-Field Analysis in a Student Personnel Program

The force-field model has been used by researchers and practitioners in various organizational settings during the past dozen years. Can this conceptual approach be utilized in helping with planned change in a college setting? One aspect of a student personnel program may serve as an affirmative illustration:

Suppose one of the goals of the student personnel program is to stimulate and assist student leaders more closely to identify the student activities program with the intellectual objectives of the university. The force-field situation is described in the accompanying diagram. These sets of forces are in quasi-stationary equilibrium. It is recalled that change takes place when an imbalance occurs between the sum of the driving forces and the sum of the restraining forces.

Suppose a student-faculty committee appointed to develop a new honrs program attacks student activities as anti-intellectual and a waste of time. Their report is circulated among faculty and printed in the student newspaper. The committee action increases driving forces (a) and (b), thus tending to move the situation toward intellectually oriented programs. But the attack on student activities as being inadequate is responded to strongly and defensively by the student leaders, thus increasing restraining force (n). The result would be the force field system coming into balance again, somewhere near the previous level.

TABLE 1

Force-Field Diagram of Degree of Identification of Student Activities with Institutional Intellectual Objectives

	(m)	(n)	(o)	(p)	...(etc.)
Restraining Forces	Feeling of Student leaders that present student activities program is adequate	Counter Dependence: against idea because faculty and administration are for it	Student feeling that intellectual activities should be given credit	Faculty disinterest in spending time with students outsode the classroom	
Present Situation	Quasi-stationary equilibrium				
	(a)	(b)	(c)	(d)	...(etc.)
Driving Force	Efforts of faculty advisers, personnel deans, residence hall, union, and other personnel staff members	General faculty and administration concern that student activies are busywork and anti-intellectual	Groups of student "intellectuals" have requested such a program	Community reaction against student emphasis on social life and "college escapades"	

These opposing changes in magnitude, as in the factory example, may increase tension and stress, thus making the entire situation less stable and predicatable.

Suppose a series of exploratory seminars is arranged for the student leaders with several articulate and highly respected faculty members discussing the nature of a university. This may convert restraining force (m) from a feeling that the present student activities program is adequate to a feeling that it is inadequate. Thus, a restraining force becomes converted to a driving force. Hence, concern for the role of student activities becomes more closely identified with the objectives of the university and raises the student activity program to a new level. In addition, faculty satisfaction with participating in the seminars may result in reducing restraining force (p).

Finally, suppose a new driving force is added. As a result of an in-service training program student personnel staff members acquire new skills and insights in working with student leaders. This new force may result in strengthening driving force (a) and reducing restraining force (m).

In brief, the three major strategies for achieving change in a given situation are: (a) increasing the driving forces, (b) decreasing the restraining forces or (c) a combination of the two. The strategy of increasing the driving forces, as pointed out earlier, creates higher tension. It is therefore better to initiate a change effort with the second or third strategy listed as these are more stable, more predictable, and less threatening ([5,8].

The examples utilized suggest that change takes the form of unfreezing-upward or downward movement-refreezing. In planned change, forces must be arranged or refrozen to prevent backsliding. Change in any human situation is often followed by a backward reaction toward the "old ways"after the pressures toward charge are relaxed. For example, following a survey, a college puts into effect recommended changes under pressure of the board of trustees. As vigilance relaxes, old patterns creep in. Whenever change is effected it is important that the "refreezing" at a new level will be stable. Not only must the forces "for" change to analyzed, but the new restraining and/or driving forces which will exist after the change must be anticipated as clearly as possible.

In planning for change it is important to identify all relevant driving and restraining forces impinging upon the given situation. Of equal importance is the taking into account the many neutral, uncommitted, or unknown forces. Changes in one force field situation are likely to affect others directly or indirectly related to it. For example, a change in student activities toward more intellectually oriented programs might result not only in other student activities being discarded but might also mean involving many other faculty in student activities than anticipated. Some of the faculty involved might as a result of their experiences with students in these settings experiment with new approaches in their classroom teaching. Moreover, the identification of these uncommitted forces might make possible their utilization as driving rather than restraining forces. For example, in the foregoing illustration the student newspaper may be uncommitted. Whether the newspaper becomes a driving or restraining force might be crucial as attempts are made to unfreeze and refreeze the situation.

A Case Illustration

The following case example of a force-field situation on a state university campus is a further illustration of the use of such a model as a way of analyzing and effecting change. One of the goals of the University student personnel program has been to help the fraternity system become more closely identified with the University and its educational objectives. The force-field situation as it appeared in 1954-1955 is diagrammed in Table 2.

Among the most important driving forces were (a) pressure on fraternities by the fraternity dean and the administration to produce more meaningful chapter programs and to become more closely identified and cooperative with the University; (b) some fraternity leaders recognized the need for a closer fraternity identification with university objectives and were attempting to get the fraternities to change in this direction; (c) the need for new fraternity houses meant developing closer ties with the University, since the only land avilable for such houses was owned by the University; and (d) some faculty members and townspeople were attacking fraternities as anti-intellectual and were advocating their abolishment.

TABLE 2

Force-Field Diagram of Degree of Franternity Identification with the Educational Objectives of the University

(m)	(n)	(o)	(p)	...(etc.)
Suspicion and distrust of university motives based on fact and fiction of past dealings with the administration	Feeling of fraternity members that the present situation is adequate, due in part to lack of understanding and concern with university educational objectives	Traditional counter-dependency: desire to be free from university "control"	Tendency to become defensive and withdrawn further when criticized	
↓	↓	↓	↓	↓
Quasi-stationary equilibrium				
↑	↑	↑	↑	↑
(a)	(b)	(c)	(d)	...(etc.)
Pressure on fraternities by dean and administration to produce better chapter programs	Some fraternity leaders recognize need for closer fraternity identification with the university	Need for new fraternity housing means closer ties since only land available is owned by university	Some faculty and town people attack fraternities as anti-intellectual and advocate their abolishment	

Major restraing forces were (m) fraternity suspicion and distruct of University motives based on factual and fictional reports of past dealings with the administration; (n) the feeling among fraternity members that the present fraternity situation is adequate, coupled with an unwillingness to evaluate current programs and face their problems; (0) the traditional counter-dependency of fraternity members; their need to be aggressively resistant to parental and other authority symbols, which is reflected in their desire to be free from University "control"; and (p) the tendency of fraternities to become defensive when criticized, thus withdrawing further from the University orbit.

An initial strategy directed toward heightening fraternity identification with University educational objectives was to reduce restraining force (m), fraternity suspicion and distrust of University motives. This could be initiated by reducing driving force (a), thus lessening pressure on fraternities by the administration. The appointment of a new fraternity Dean, who was skilled in human relations and experienced in working with fraternities, implemented the reduction of driving force (a). Thus with a year restraining force (m) was considerably reduced, making it possible for driving force (b) and restraining force (n) to become the lext leverage point. Having developed new fraternity confidence and trust in the administration, it became possible to add a new driving force, consisting of a series of workshops and conferences with individual fraternities, fraternity leaders, and the interfraternity council. These were directed toward evaluating individual fraternity programs, heightening understanding of fraternity and university objectives, and planning programs of improvement. Hence driving force (b) was augmented by increasing the number of fraternity leaders and members who recognized a need for closer fraternity identification with the University. The result was the reduction of restraining force (n), from the feeling of satisfaction to dissatisfaction with the present fraternity situation on the part of many members. Restraining force (n) therefore became converted in part to a driving force.

Meanwhile an additional new force was introduced by the creation of an alumni interfraternity council, whose majoro objectives included facilitating mutual understanding between the University and alumni groups and working toward the acquirement of University land for the construction of fraternity houses, thus increasing driving force (c). Shortly thereafter, however, the University administration made public its priority list for the long-range building program on campus. The "campus of 1970" projection did not include provision for fraternity houses. These announcements brought about a resurgence of fraternity suspicion and distruct of University administration, which increased restraining force (m). Hence the quasi-stationary equilibrium was pushed down somewhere near its original level. In 1957 a survey of fraternity housing needs by the alumni interfraternity council was reported to the board of regents. The result was the passage of a resultuion by the board of regents, recognizing the urgent need for fraternity housing and favoring fraternity housing on campus when land became available. This increase of driving force (c) tended to reduce restraining force (m) and raise the quasi-stationary equilibrium level. More recently a fraternity study committee, consisting of faculty members, fraternity members, other students, administrators, and regents was appointed by the president. Outcomes of the study would be to define University and community goals and expectations for fraternities, to anticipate potential developments and needed changes, and to plan accordingly. It is hoped that the fraternities themselves will become deeply involved with the project. The appointment of the study committee as a new driving force may reduce driving force (d) and convert restraining force (p) from defensiveness and withdrawal to honest self-criticism and willingness to collaborate towards improved programs.

In five years the level of fraternity identification with the educational objectives of the University has heightened somewhat. There have been ups and downs and there are likely to be additional set-backs in the future. An understanding of the forces at work in the situation will help in the minimizing of restraining forces and by bringing the right forces into play at the right time it is hoped that the level of equilibrium will continue to rise as more meaningful programs are developed.

Force-Field analysis can be utilized in other college areas where the need for planned change is indicated; for example, to facilitate communication among expanding departments as enrollments mount; to establish more effective articulation with high schools directed toward stimulation of gifted students; to help departments find and take the time for continuing research and evaluation; to get teachers and sounselors to collaborate toward the teal education of the student; or more simply, to help personnel workers and instructors relate more effectively and productively with each other.

Additional Guideposts

The problems which have been summarized exist in most if not all colleges and universities. Usually there is motivation to bring about improvements - to effect "planned change." It is difficult, however, to come to grips with the complex humn and organizational forces within a college setting. A force-field analysis, one systematic method of diagramming situations in which organizational change is desire, has been described. Regardless of what approach is used, it is clearn the the rate of change will be strongly accelerated in the years ahead. Controlled or planned change will come about only be means of some type of systematic methodology. Force-field analysis is the core of an approach which colleges and universities may find useful.

Administrators, instructors, or personnel workers desiring to collaborate in effecting planned change will have in mind further guideposts or principles as they develop their approach. Some of these can be briefly noted.

The processes of change within an institution can be constructive only if conditions permit reassessment of goals and the means to their achievement. If a college is to function is relation to the changing needs of faculty, students and community, it must provide for an objective evaluation. A responsibility of each staff member is to help build the climate within which he and his associates can think and act upon facts in a manner different from the usual norms. Such a climate would encourage both academic and student personnel departments to make periodic self-studies which may lead toward change as results are analyzed and acted upon.

A most powerful barrier to organizational change is the resistance which persons can express when a projected change seems threatening to roles in which they have invested considerable security. The process of change is facilitated by the following conditions suggested by Coffey and Golden [3]:

a. When leadership is moving as far as possible in the direction of particpative action and group members have optimal freedom to participate in decision-making.

b. When normas have become established which make changing (innovating, inventing, experimenting) an expected aspect of institutional development.

c. When change can be brought about without threatening the individual's membership in a group.

d. When the group concerned with a change or trying to change has a strong sense of belongingness, is attractive to its members and when it is concerned with satisfying members' needs.

e. When group members actively participate in the leadership functions, help formulate goals, plan the steps toward goal realization, have the freedom to "try out" new roles, and to participate in the assessment of these functions of leadership.

A change within a given group must be supported by the organizational structure or the group will become a target of mistrust by other groups in the organization. Therefore, communication must flow from one authority level to another, and proposals for change must be legitimatized within the organizational authority structure.

Changes in one part of any organization produces strain in other related parts which can be reduced to toleration only by eliminating the change or by bring about adjustments in related parts. As in the earlier illustration, if the student activity program is changed toward more intellectually oriented activites, then greater demands upon faculty time and energy would result. Either the faculty would adjust to these increasing demands or the new program would fail.

A change attempt is most likely to be successfully introduced through an experimental approach [7]. This approach includes the continuous cycle of diagnosing a problem situation in the organization, planning action steps, taking these steps, and studying their results [6]. In this way, the process of planned change becomes an integrative force in an institution's developmental program.